

**STRATEGIC SCHOOL PROFILE 2009-10****Brookfield School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Fairfield

Town Population in 2000: 15,664

1990-2000 Population Growth: 11%

Number of Public Schools: 4

Per Capita Income in 2000: \$37,063

Percent of Adults without a High School Diploma in 2000\*: 7.6%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.7%

District Enrollment as % of Estimated. Student Population: 90.9%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      2,898  
5-Year Enrollment Change      -6.8%

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	134	4.6	7.7	32.6
K-12 Students Who Are Not Fluent in English	33	1.2	2.1	5.4
Students Identified as Gifted and/or Talented*	98	3.4	6.5	4.1
PK-12 Students Receiving Special Education Services in District	203	7.0	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	135	71.8	90.7	80.5
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	78	15.1	12.1	13.6

\*0.0 % of the identified gifted and/or talented students received services.

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.1
Asian American	129	4.5
Black	29	1.0
Hispanic	111	3.8
White	2,625	90.6
Total Minority	273	9.4

**Percent of Minority Professional Staff:** 3.4%

**Non-English Home Language:**

3.4% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Brookfield Public Schools is committed to reducing racial, ethnic, and economic isolation through local and regional school and district programs. District schools continue to provide opportunities for students' and staffs' participation in activities that demonstrate this commitment. Programs were offered during the school day, after hours and during summer months. These programs included a cooperative venture in robotics with the Danbury Public Schools. In addition, Brookfield participates in the Western Connecticut Academy of International Studies Elementary Magnet School with 43 district students enrolled in that program. In-district programming has included PTO sponsored activities and presentations designed to provide students with culturally diverse points of view. This year the middle school initiated "Rachel's Challenge" and our elementary schools continue to integrate "Responsive Classroom" strategies as part of their character education programs. Issues pertaining to awareness of racial, ethnic and economic isolation, and increased attentiveness to diversity, continue to be addressed through the district's curriculum revision process. Many of the district's instructional units provide a global focus. Literature selections throughout the grade levels promote understanding and appreciation of differences. The district continues to address the needs of students meeting the profile of English Language Learners through provision of remedial services.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	74.2	57.0	74.2
Writing	72.3	58.3	73.6
Mathematics	78.0	62.4	73.6
Grade 4 Reading	77.6	59.9	78.0
Writing	84.1	63.6	90.6
Mathematics	82.1	67.0	74.8
Grade 5 Reading	79.7	61.8	73.9
Writing	86.3	68.2	85.5
Mathematics	87.6	72.4	75.9
Science	81.6	59.4	80.7
Grade 6 Reading	89.8	74.9	79.1
Writing	87.3	65.9	87.2
Mathematics	93.6	70.7	93.9
Grade 7 Reading	92.0	77.4	78.6
Writing	82.1	61.2	83.8
Mathematics	86.2	68.5	75.3
Grade 8 Reading	86.8	73.3	72.6
Writing	84.1	62.6	86.6
Mathematics	90.9	67.3	93.0
Science	87.8	62.8	91.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	68.9	45.9	82.6
Writing Across the Disciplines	78.4	59.6	77.4
Mathematics	72.4	48.7	84.1
Science	64.9	45.3	75.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.6	50.7	63.9

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.9	68.5	
Average Score	Mathematics	531	508	64.3
	Critical Reading	528	503	69.8
	Writing	524	506	61.2

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	99.6	91.3	95.4
2008-09 Annual Dropout Rate for Grade 9 through 12	0.3	3.0	89.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	90.7	84.5
% Employed (Civilian Employment and in Armed Services)	6.4	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	173.50
Paraprofessional Instructional Assistants	21.67
Special Education	
Teachers and Instructors	20.50
Paraprofessional Instructional Assistants	47.00
Library/Media Specialists and/or Assistants	6.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.60
School Level	10.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	12.30
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	67.55

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.0	14.2	13.8
% with Master's Degree or Above	73.5	84.7	77.8

Average Class Size	District	DRG	State
Grade K	19.1	18.4	18.5
Grade 2	22.1	19.6	19.7
Grade 5	23.0	21.8	21.1
Grade 7	22.9	21.7	20.8
High School	19.0	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,008	990	992
Middle School	1,024	1,023	1,018
High School	1,052	981	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.8	3.3	3.2
Middle School	3.5	2.5	2.5
High School	2.4	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$18,491	\$6,277	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$508	\$172	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$1,032	\$350	\$474	\$503	\$459
Student Support Services	\$2,865	\$973	\$863	\$912	\$859
Administration and Support Services	\$5,872	\$1,993	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$2,846	\$966	\$1,469	\$1,412	\$1,462
Transportation	\$1,984	\$549	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$1,420	N/A	N/A	N/A	N/A
Other	\$622	\$211	\$163	\$159	\$162
<b>Total</b>	<b>\$35,640</b>	<b>\$11,888</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$7,240	\$2,457	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,167,957	17.3	19.8	20.7

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	83.8	14.7	1.6	0.0
Excluding School Construction	91.5	6.7	1.9	0.0

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Brookfield Board of Education has established four distinct school facilities in the district – one primary school, one elementary school, one middle school and one high school. The budget development process begins with common district goals tied to the district's five-year strategic plan. These goals help staff set priorities for their schools. Overall, the process is building-based with significant input from administrators, staff and the community. Equitable distribution of the district's resources is a criteria used throughout the process as each school builds its budget to meet school and district goals and meet the staffing requirements based on enrollment projections. Each school receives resources that are equitable for major initiatives, staffing, and equipment replacement. Throughout the process there are checks and balances to ensure equity. The building principals and school staff meet with curriculum leaders, principals meet with the Superintendent, and the Board ultimately reviews the entire budget proposal, school by school. This process ensures that the budget is allocated appropriately and the resource allocation reflects the priorities and goals of the Board of Education.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	201
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	6.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	31	1.1	1.1	1.0
Learning Disability	55	1.9	3.4	3.9
Intellectual Disability	4	0.1	0.3	0.5
Emotional Disturbance	13	0.4	0.5	1.0
Speech Impairment	40	1.4	2.0	2.2
Other Health Impairment*	41	1.4	2.1	2.1
Other Disabilities**	17	0.6	0.7	0.9
<b>Total</b>	<b>201</b>	<b>6.8</b>	<b>10.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	97.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.6	4.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	29.0	31.6	83.7	67.5
	Writing	31.2	19.6	82.9	63.3
	Mathematics	45.7	32.9	86.7	68.1
	Science	24.3	23.7	84.8	61.1
CAPT	Reading Across the Disciplines	27.3	13.8	68.9	45.9
	Writing Across the Disciplines	28.6	16.8	78.4	59.6
	Mathematics	9.1	16.7	72.4	48.7
	Science	7.1	13.0	64.9	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	10.1
	% With Accommodations	89.9
CAPT	% Without Accommodations	7.7
	% With Accommodations	92.3
% Assessed Using Skills Checklist		5.4

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	16	8.0

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	162	80.6	77.2	73.4
40.1 to 79.0 Percent of Time	28	13.9	15.8	15.3
0.0 to 40.0 Percent of Time	11	5.5	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Brookfield's four schools actively engage staff and parents in a program of continuous improvement to support the district mission, vision and goals. Each school's Continuous Growth and Improvement Planning (CGIP) Team addresses various building matters, including professional development and data analysis conducted to improve instruction. Parents and community members have multiple opportunities to engage faculty and administrators, including Open Houses, parent workshops and conferences with teachers and school counselors. Brookfield schools encourage participation of volunteers in our schools, and they play an active role in supporting students and teachers as well as sponsoring and planning activities and recognition opportunities. Through our school newsletters, the district website and teacher websites, we strive to keep parents informed through regular home/school communication. In addition, our schools are dedicated to improving special education programming and services for our students identified with disabilities. Special education teachers and specialists collaborate with general education staff as a regular and on-going part of the school day. The special education department of has conducted professional development activities designed to improve special education programming and outcomes for students. Initiatives have occurred at all grade levels relative to improving special educators' skills in the teaching of reading to increase students' literacy skills and overall student achievement. Students with special needs in our middle school continue to make adequate yearly progress by demonstrating growth each year on state assessments. Through co-teaching opportunities, and inclusionary practices, students with disabilities are integrated to the maximum extent possible into general education classrooms. Child study teams at all levels support collaboration between special education and general education as pre-referral strategies are developed for individual and groups of students. Brookfield High School offers an elective course that permits sighted students to experience and become proficient in the use of Braille, which supports a rich environment in which students with disabilities work collaboratively with non-disabled peers. There is an active Special Education Parent Teacher Association in the district partnering with district staff for both education and support.

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